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ABSTRACT

Data are reported on the characteristics of private school teachers, including: gender, years of experience, teaching status, academic degrees, undergraduate majors, types and purposes of additional training, and teaching fields. The data are organized on the basis of selected school and teacher characteristics. The data are displayed in eight tables. The discussion of the data is brief (3 pages) and is organized under the headings: "Academic Degrees and Major Field of Undergraduate Degree," "Additional Training", "Education in Areas Taught," and "Survey Methodology and Data Reliability". (JD)

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PRIVATE SCHOOL TEACHERS: EDUCATION AND TRAINING, 1985-86

In 1985-86, the vast majority of private school teachers (95 percent) held a bachelor's degree or higher, and nearly one-third held an advanced degree. About half (53 percent) of all private school teachers had taken some type of additional training in the 1984-85 school year, primarily to maintain or improve their skills in education or in their substantive fields. These are some of the findings from the 1985-86 Private School Study,[1] funded by the Center for Education Statistics.[2]

The study obtained data from a sample of private school principals and teachers. Among the data collected were characteristics of private school teachers including sex, years of experience, teaching status, academic degrees and undergraduate majors, types and purposes of additional training, and teaching fields. This report presents data on private school teachers' education and training by selected school and teacher characteristics. Since the sample for the survey did not include any private schools that began operating after 1983-84, the data are weighted national totals for private school teachers in schools in existence in 1983.

Academic Degrees and Major Field of Undergraduate Degree

About two-thirds (64 percent) of private school teachers held a bachelor's degree, nearly one-third held an advanced degree, and only 5 percent had no degree (table 1). Teachers with 10 or more years of experience were more likely to hold an advanced degree (43 percent) than

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[1] To be included in the study, a school had to meet the following criteria: be privately administered, offer instruction at first grade level or above, require attendance at least four hours per day and at least 160 days per year, and not be located in a private home used as a residence. Consequently, schools providing only kindergarten or pre-kindergarten instruction were not included in this study.

[2] This study was conducted by Westat, Inc., under contract to the Center for Education Statistics, U.S. Department of Education.

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those with less experience. Similarly, a higher proportion of those teaching in secondary schools held advanced degrees (51 percent).[3] Male teachers were more likely than female teachers to hold an advanced degree (45 percent and 26 percent respectively). Some of the gender difference in degree level may be accounted for by the fact that male teachers were more likely than females to teach in secondary schools: 41 percent of all male teachers taught in secondary schools compared with 14 percent of female teachers (not shown in tables).

The most common major field of study in private school teachers' undergraduate degree programs was education: 51 percent majored in education, and 12 percent had majors both in education and another subject. The remaining 32 percent of teachers with degrees had non-education majors (table 2).

Elementary school teachers were more likely to have majored in education than secondary teachers (60 percent vs. 37 percent), whereas secondary school teachers were more likely to have a non-education major. Proportionately more females than males majored in education (55 percent and 37 percent respectively), while a higher proportion of males had non-education majors.

By teaching field, the proportion of teachers with education majors ranged from 28 percent among foreign language teachers to 53 percent among art and music teachers (table 3). In all fields except foreign languages, 40 percent or more had education majors. The proportion of teachers with non-education majors ranged from 29 percent among art and music teachers to 58 percent among foreign language teachers. Foreign language teachers were more likely than those teaching any other field to have non-education majors. The proportion of teachers with majors in both education and another subject ranged from 6 percent among computer science teachers to 21 percent among business science teachers.

Additional Training

An estimated 53 percent of private school teachers had taken some type of additional training in the 1984-85 school year (table 4). Elementary school teachers and those teaching in other specialized schools (primarily alternative and special education schools) were more likely to have had additional training than those in secondary and combined schools. In addition, female teachers were more likely than males to have taken additional training, and full-time teachers took additional training more frequently than part-time teachers.

Among teachers who had taken additional training, 57 percent enrolled in college courses, 50 percent took inservice training, and 20 percent took another type of training.[4] Teachers with 10 or more years of experience were less likely to take college courses than those with less

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[3] Instructional level was defined as follows: "elementary" was a school that had no grade higher than the 8th; "secondary" was a school that had no grade lower than the 7th; "combined" elementary/secondary was a school that had grades higher than the 8th and lower than the 7th; and "other" schools were those that provided only alternative (non-traditional) instruction, special education, or vocational/technical curricula.

[4] Teachers indicated all types of additional training taken. Therefore, percents sum to more than 100.

experience. While male teachers were more likely to enroll in college courses, females were more likely to take inservice training.

Four-fifths of teachers who took additional training did so to maintain and improve their skills (table 5). Relatively few teachers (2 to 7 percent) cited other reasons--acquiring non-teaching credentials, teaching a different subject area, retraining to teach special education, or teaching a different grade level. Teachers at other specialized schools were more likely than other teachers to cite training for special education as the major purpose of their additional training.

Nearly three-fourths (71 percent) of the teachers who had additional training took it in a substantive field other than education (table 6), while 26 percent took training in special education and 23 percent in other education.[5] Additional training in vocational education was rare (2 percent). Teachers in other specialized schools were more likely to have taken special education training than teachers in elementary, secondary, or combined schools. A higher proportion of male teachers took training in a substantive field as compared with female teachers.

Education in Areas Taught

The number of earned undergraduate and graduate credit hours in the subjects taught by private school teachers varied considerably (table 7).[6] The proportion of teachers with three credits or less in a subject they were teaching ranged from 5 percent for English/language arts to 51 percent for computer science. The proportion of teachers with 30 or more credits in a subject they were teaching ranged from 5 percent for computer science to 63 percent for foreign languages.

Over three-fourths (79 percent) of foreign language teachers had 13 or more credit hours of foreign language, and 63 percent had 30 credits or more. Nearly three-fourths (72 percent) of social science teachers had earned 13 or more credits in social sciences. About two-thirds (69 percent) of English/language arts teachers had earned 13 or more credits in their area. By contrast, 19 percent of computer science teachers had 13 credit hours or more in computer science. In addition, less than half of mathematics and physical sciences teachers had 13 credits or more in these subjects.

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[5] Teachers may have taken additional training in more than one area. Therefore, percents sum to more than 100.

[6] Teachers may acquire knowledge in a given subject through mechanisms other than college credit, such as inservice training or non-credit coursework. In addition, teachers may have credits or training in another, closely related field. Thus, earned credits in a given subject alone are not a full measure of the qualifications of teachers in a given subject. Teachers of subject classes (as opposed to self-contained classes) generally taught grades 7 or higher.

Survey Methodology and Data Reliability

The tabulations are estimates from the 1985-86 Private School Study conducted by Westat, Inc. under contract with the Center for Education Statistics (CES). Westat's Project Director was J. Michael Brick, and the Assistant Project Director was Lucinda Gray. Report preparation was coordinated by Elizabeth Farris; this bulletin was written by Mary Collins. The CES Project Officer was Jeffrey Williams.

The study was a multi-stage probability sample of private schools across the United States done in conjunction with a survey of library and media centers. The first stage was the sampling of 75 areas, consisting of counties or groups of contiguous counties, with probabilities proportional to the square root of the population in the area. The second stage was the selection of schools within the sampled areas with probabilities proportional to the square root of enrollment. The third and final stage was the sampling of teachers within the sampled schools. The schools within the areas were drawn from lists of schools created in the same sample areas for the 1983 Private School Survey. Since the lists were not updated, schools established after 1983 were not generally eligible for sampling. The estimates for the 1985-86 study are valid for teachers in schools that were in existence in 1983.

Of the 1,700 private schools sampled, 313 schools were determined to be outside the scope of the survey. Many of these schools had either closed or only served children below the first grade level. In addition to this restriction, a school was not considered in-scope unless it had a school day of at least 4 hours, was in session for at least 160 days per year, was located in a place other than a private home, and was privately administered.

A total of 1,174 school questionnaires were obtained from the 1,387 in-scope schools, resulting in an overall response rate of 85 percent. The data were collected by mail with telephone followups to increase the response rates. The response rate was over 90 percent in Catholic schools and about 80 percent in all the other schools.

On average, about 5 teachers were selected from each sampled school. A maximum of 10 teachers were selected from any one school. The school principal and librarian were not eligible for sampling even if they did some teaching because they were the planned respondents for the school and library questionnaires. Responses were obtained from 5,295 teachers, which translates into an overall response rate of 76 percent including all levels of nonresponse.

National estimates were constructed by weighting the responses to the questionnaires from the sample schools and teachers. Since the estimates were obtained from a sample of teachers, they are subject to sampling variability. An estimate of the magnitude of sampling variability is the coefficient of variation, which is the standard error of the estimate expressed as a percent of the estimate. The standard error of an estimate is a measure of the variability between the values of the estimate calculated from different samples and the value of the statistic in the population.

The interval from two standard errors below the estimate to two standard errors above the estimate includes the average of all possible samples in about 95 percent of all possible samples. This is called a 95 percent confidence interval. For example, the estimated percent of private school teachers with a bachelor's degree is 64 percent; its coefficient of variation is 2.4 percent;

and the standard error is 1.5 percent (64 percent times .024). A 95 percent confidence interval for this statistic extends from 64 - 2(1.5) to 64 + 2(1.5), or from 61 to 67 percent.

Estimates of the standard errors for the estimates were computed using a balanced half sampling technique, known as balanced repeated replications. Comparisons cited in the text are significant at the 95 percent confidence level. Some representative statistics and their estimated coefficients of variation are included in table 8.

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of an estimate, nonsampling errors are not easy to measure and usually require either an experiment to be conducted as part of the data collection procedure or use of data external to the study. Such studies are part of an ongoing effort to quantify problems in the data and to correct data collection procedures to eliminate or minimize biases that may enter the estimates. Separate reports on sources and measures of nonsampling error will be issued.

Table 1.--Highest degree earned by private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Number of teachers[1] (in thousands)	Highest degree		
		Less than bachelor's	Bachelor's	Advanced degree
		(Percent of teachers)		
Total.....	404	5	64	31
Orientation				
Catholic.....	185	3	67	30
Other religious....	127	9	64	28
Nonsectarian.....	92	5	59	36
Type/level[2]				
Elementary.....	190	6	74	20
Secondary.....	83	1	48	51
Combined.....	96	8	58	34
Other.....	35	6	63	31
Sex of teacher				
Male.....	97	2	54	45
Female.....	307	6	67	26
Years of experience				
Less than 5.....	100	8	78	13
5 - 9.....	109	5	70	25
10 or more.....	195	4	53	43
Teaching status				
Full-time.....	336	4	66	29
Part-time.....	69	10	52	38

[1]Includes full-time and part-time teachers, and other staff with some teaching responsibilities (e.g., principals).

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals, and percents may not add to 100 because of rounding.

Table 2.--Private school teachers' major field in undergraduate degree program, by selected school and teacher characteristics: United States, 1985-86

School and teacher charcteristic	Number of teachers (in thousands)	Major field of undergraduate degree			
		Education	Other than education	Education and other	No degree
		(Percent of teachers)			
Total.....	404	51	32	12	5
Orientation					
Catholic.....	185	54	31	12	3
Other religious.....	127	50	28	12	9
Nonsectarian.....	92	45	40	10	5
Type/level*					
Elementary.....	190	60	22	12	6
Secondary.....	83	37	53	8	1
Combined.....	96	45	35	12	8
Other.....	35	48	33	13	6
Sex of teacher					
Male.....	97	37	52	10	2
Female.....	307	55	26	12	6
Years of experience					
Less than 5.....	100	51	32	8	8
5 - 9.....	109	52	31	12	5
10 or more.....	195	50	33	13	4
Teaching status					
Full-time.....	336	53	30	12	4
Part-time.....	69	40	42	9	10

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals, and percents may not add to 100 because of rounding.

Table 3.--Private school teachers' major field in undergraduate degree program, by subject taught: United States, 1985-86

Subject taught	Number of teachers* (in thousands)	Major field of undergraduate degree			
		Education	Other than education	Education and other	No degree
		(Percent of teachers)			
Total.....	404	51	32	12	5
Art & music.....	40	53	29	14	4
Biological science.....	26	41	47	11	1
Business science.....	9	40	32	21	7
Computer science.....	12	40	52	6	2
English/language arts....	77	49	37	12	2
Foreign language.....	20	28	58	12	2
Mathematics.....	64	47	39	11	4
Physical science.....	35	40	47	10	3
Social science.....	52	41	42	15	3
General science.....	4	(-)	(-)	(-)	(-)
Self-contained class.....	188	62	18	13	7

*Teachers may teach classes in more than one subject; therefore, the numbers by subject add to more than the total.

-Not reported because there are too few general science teachers for reliable estimates.

NOTE.--Percents may not add to 100 because of rounding.

Table 4.--Private school teachers receiving additional training in the 1984-85 school year and type of training, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teachers receiving training in 1984-85		Type of training		
	Number (in thousands)	Percent	College courses	Inservice	Other[1]
			(Percent of teachers)[2]		
Total.....	215	53	57	50	20
Orientation					
Catholic.....	104	56	55	55	18
Other religious....	60	48	61	50	16
Nonsectarian.....	51	56	56	40	27
Type/level[3]					
Elementary.....	112	59	55	55	18
Secondary.....	39	47	62	37	26
Combined.....	45	47	54	50	19
Other.....	20	56	62	49	22
Sex of teacher					
Male.....	44	45	70	38	17
Female.....	171	56	54	53	20
Years of experience					
Less than 5.....	50	49	67	42	18
5 - 9.....	60	55	62	48	16
10 or more.....	106	54	49	55	23
Teaching status					
Full-time.....	184	55	58	51	19
Part-time.....	31	46	52	45	23

[1]E.g., workshops, seminars.

[2]Based on the number of teachers receiving additional training. Percents do not add to 100 because some teachers took more than one type of training.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 5.--Major purpose of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Maintain/ improve skills	Acquire non-teaching credentials	Retrain to teach different subject	Retrain to teach special ed	Retrain for different grade level
	(Percent of teachers)[1]				
Total.....	81	7	6	3	2
Orientation					
Catholic.....	82	7	7	2	2
Other religious.....	82	6	5	3	3
Nonsectarian.....	79	6	7	6	2
Type/level[2]					
Elementary.....	82	6	6	3	3
Secondary.....	81	10	7	1	1
Combined.....	85	4	7	2	3
Other.....	69	12	5	11	2
Sex of teacher					
Male.....	79	12	6	1	2
Female.....	82	5	6	4	3
Years of experience					
Less than 5.....	79	7	6	4	4
5 - 9.....	80	7	6	4	3
10 or more.....	83	6	7	2	2
Teaching status					
Full-time.....	82	6	7	3	2
Part-time.....	79	10	3	4	3

[1]Based on the number of teachers receiving additional training. Percents may not add to 100 because of rounding.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 6.--Areas of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Special education	Vocational education	Other education	Non-education[1]
	(Percent of teachers)[2]			
Total.....	26	2	23	71
Orientation				
Catholic.....	17	2	27	80
Other religious.....	27	2	22	63
Nonsectarian.....	39	1	19	64
Type/level[3]				
Elementary.....	29	1	27	71
Secondary.....	5	5	17	89
Combined.....	11	3	21	75
Other.....	58	3	18	47
Sex of teacher				
Male.....	9	5	20	82
Female.....	29	2	24	69
Years of experience				
Less than 5.....	33	5	28	66
5 - 9.....	26	1	26	69
10 or more.....	21	1	18	75
Teaching status				
Full-time.....	24	2	22	74
Part-time.....	37	4	32	52

[1]Includes all areas other than education, e.g., English, computer science, mathematics.

[2]Based on the number of teachers receiving additional training. Percents do not add to 100 because some teachers received training in more than one area.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 7.--Number of earned undergraduate and graduate credit hours of private school teachers in subject taught: United States, 1985-86

Subject taught	Teachers teaching the subject		Credit hours*			
	Number (in thousands)	Percent	0 - 3	4 - 12	13 - 29	30+
			(Percent of teachers teaching the subject)			
Art & music.....	40	10	17	26	14	44
Biological science.....	26	6	18	26	11	46
Business science.....	9	2	30	6	17	47
Computer science.....	12	3	51	30	14	5
English/language arts....	77	19	5	26	32	37
Foreign language.....	20	5	8	13	16	63
Mathematics.....	64	16	19	37	16	28
Physical science.....	35	9	25	30	24	21
Social science.....	52	13	6	22	25	47

*In semester hours. Quarter hour categories have been converted to semester hour categories.

NOTE.--Percents may not add to 100 because of rounding.

Table 8.--Coefficients of variation for selected items

Item	Estimate	Coefficient of variation
Number of teachers		
In private schools	404,000	6.7
In other religious schools	127,000	9.2
In elementary schools	190,000	7.4
Females without a degree in education	99,000	11.0
With at least one degree in education	254,000	6.1
Male teachers	97,000	7.6
Female teachers	307,000	7.0
Who received additional training in 1984-85	215,000	6.6
With an advanced degree	124,000	9.9
Full-time teachers	336,000	6.2
Percent of private school teachers		
In Catholic schools	46	5.9
In combined schools	24	7.7
Male	24	4.5
Female	76	1.4
With less than a bachelor's degree	5	10.9
With a bachelor's degree	64	2.4
With an advanced degree	31	5.4
Who received additional training in 1984-85	53	2.9
Who took college courses*	57	3.8
Male teachers who took inservice	38	8.1
Whose purpose was to maintain/improve skills	81	1.6
Female teachers whose purpose was to gain nonteaching credentials	5	12.2
Who took additional training in a substantive field	71	4.4

*Percents based on teachers who took additional training in 1984-85.